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ABSTRACT

Based on the realization that each child must be given the opportunity to develop as a unique individual and that exposure to books expands a child's world, stimulating his creative thinking and his desire for new experiences, this booklet presents in outline form a variety of suggestions for encouraging children to share the books they have read. Also provided are sample sheets which children may use to describe a book; they may complete a reading form, draw an illustration, write a report, or maintain a personal reading notebook. (JH)

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HINTS ON SHARING BOOKS

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Each child must be given the opportunity to grow as a unique individual. This entails beginning at his own level with books and stories that are suitable to him. If what he is doing is enjoyable, he is more inclined to keep on reading for the rest of his life.

Exposure to books expands the child's world and encourages him to reach out for new ideas and experiences. Meeting new ideas leads to critical thinking. Soon he begins to formulate his own ideas and learns to express them with words, pictures, and dramatizations. Then his choices, his hopes, his dreams, take shape. Gradually, he establishes his values and works out his philosophy.

Do you offer your student a variety of ways to share books?

Book reports may take many different forms. They may contribute in many ways to total development; mental, emotional, and social as well as to all phases of language growth. This language growth should:

Enrich vocabulary

Develop oral language skills

Motivate a desire to read

Increase ability to organize materials

Broaden the scope of reading interests

Encourage creative expression

Deepen appreciation for authors and illustrators

The sharing of books is enriched by the availability of a variety of materials and the many methods of presentation. It may take place in conjunction with any phase of the curriculum; language arts, social studies, science, arts and crafts and library activities. Here are some suggestions:

I. Dramatization should be free expression by the children of their interpretation of a story or book. By this means, children are afforded an opportunity for group planning in an informal atmosphere.

Dramatization could take such forms as:

- A. Charades
- B. Choric speech
- C. Skits
- D. Radio show
- E. Pantomime

- F. Marionettes
 - G. Telephone conversation
 - H. Puppets
 - I. Imitation of book characters (dress)
 - J. Television show
- II. Art expression should be an outgrowth of the child's own interpretation of stories and books. A variety of media should be made available.
- A. Illustrations (group or individual)
 - 1. Paper tearing
 - 2. Tempera paint
 - 3. Water colors
 - 4. Crayons
 - 5. Finger paint
 - 6. Charcoal
 - 7. Spatter paint
 - 8. Block print
 - 9. Silhouettes
 - B. Book jackets (construction of own jacket)
 - C. Posters
 - 1. Advertising sale of a book
 - 2. Advertising a book review
 - 3. Describing details about author
 - D. Bulletin board displays
 - 1. Book of the week
 - 2. Recommending a good book

3. Keeping a reading record
4. Displaying book jackets of interesting books
- E. Flannelgraph
- F. Book party (pupils dress as book characters)
- G. Construct scenery for dramatic presentation
- H. Place cards for a book party
- I. Clay models

III. Presentations

- A. The teacher should assist the student in setting up standards for oral presentation. Such items as clear enunciation, correct phrasing and a clear speaking voice should claim top priority on any list of standards.
- B. Children should develop the ability to tell stories in a sequential order. They should be able to transfer thoughts and incidents from recreational reading into other class activities or informal conversations.
 1. Reading favorite selections
 2. Telling most humorous part
 3. Reading or quoting favorite line from story
 4. Showing and telling about illustrations
 5. Story book quiz
 6. Discussion of favorite books, stories, characters or incidents

IV. Written presentations

- A. Written presentations provide unlimited opportunities for organizing materials and expressing thoughts and opinions about the work of others.

1. Writing stories
 2. Play writing
 3. Character sketches
 4. Keeping individual reading records
 5. Book reviews for school newspaper or local newspaper
 6. Biographies of authors
 7. Crossword puzzles
 8. Collecting quotations
- B. Extending reading interests is such an important objective that definite periods should be set aside for book reports. It should be anticipated by the entire class with enthusiasm. Several book report forms should be made available in order to cover all interest and achievement levels. (See book report forms on the following pages).

Read For Fun

Name.....

Book Title.....

Main Character.....

.....

People who like

.....animal stories

.....stories about children

.....stories about.....

.....

.....adventure stories

.....funny stories

.....exciting stories

will like this book.

Did you enjoy this book?.....

It was

.....easy to read.

.....hard to read.

.....just right.

Favorite Illustration



(Title) _____

(Author) _____

(Short Summary) _____

Name _____

Book Report

Author _____

Title _____

Publisher _____

Date _____

Main Idea _____

What I liked about the book _____

What I disliked about the book _____

Name of Reporter _____

Book Report

Name of Book _____

Author _____

Illustrator (if any) _____

Name some of the characters _____

Tell which character you liked best _____

The part of the book I liked best was _____

Do one of these things:

1. Tell your class part of the story.
2. Make a picture.
3. Make something suggested by the book.

My Name Is _____

Personal Reading Notebook

Here are some ways in which information about the things in my book have helped people: _____

Below are some unsolved problems or questions (about things in my book) which scientists are still working on: _____

I recommend this book because _____

Name _____

Date _____

Title _____

My Book Report

Title _____

Author _____ Number of pages _____

Illustrator _____

The biographer (one who writes about a real person) tells the following childhood incident in the life of his subject: _____

The subject of the biography is:

The following people were important in helping this real person to grow into a famous adult:

A problem which this person had to overcome was: _____

This person overcame his problem in this way: _____

This person had the following characteristics
which I admire: _____

I think the most exciting adventure which
this person had was: _____

Date of Report _____

Name _____